

DOCUMENT RESUME

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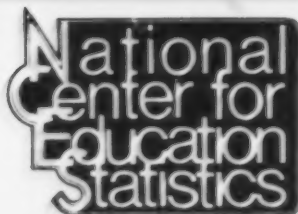
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TITLE Many College Freshmen Take Remedial Courses.
INSTITUTION National Center for Education Statistics (ED),
Washington, DC.
REPORT NO NCES-85-211b
PUB DATE Sep 85
NOTE 16p.
PUB TYPE Statistical Data (110) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Advising; Admission Criteria; *College
Freshmen; Credit Courses; Educational Diagnosis;
*Enrollment Trends; Higher Education; *High Risk
Students; Learning Laboratories; Noncredit Courses;
Private Colleges; *Program Effectiveness; Program
Evaluation; *Remedial Instruction; Remedial
Mathematics; Remedial Reading; State Colleges;
Tutoring; Two Year Colleges; Writing Instruction

ABSTRACT

The enrollment of college freshmen in remedial courses was studied by the National Center for Education Statistics through its Fast Response Survey System. Also assessed were types of remedial support services, type of credit and requirement status, program evaluation and retention, and remedial course offerings. In 1983-1984, 25 percent of all college freshmen took one or more courses in remedial mathematics, 21 percent took remedial writing, and 16 percent took remedial reading. At least one course in math, reading, or writing was offered by 82 percent of schools. More offered remedial courses in writing and math than in reading. Overall, public, two-year, and open admission colleges were more likely to offer remedial courses than other colleges. Twenty-seven percent of freshmen enrolled in remedial courses at public colleges, compared to 15 percent at private colleges. At two-year colleges, 28 percent of freshmen enrolled, compared to 19 percent at four-year colleges. Ninety percent of institutions offered remedial support services such as diagnosis, learning assistance labs, tutoring, and counseling. About 70 percent of schools did not award credit for any remedial courses. Most schools offering remedial programs required students not meeting institutional standards to take remedial courses. (SW)

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September 1985

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Many College Freshmen Take Remedial Courses

Many college freshmen are taking remedial courses as part of their standard workload, according to a recent survey by the National Center for Education Statistics (NCES) through its Fast Response Survey System.¹ In 1983-84, 25 percent of all college freshmen took one or more courses in remedial mathematics. Almost as many (21 percent) took remedial writing, while 16 percent took remedial reading.²

Course Offerings

The need for remedial education is reflected in the number of colleges and universities offering such help. In 1983-84, 82 percent of all institutions offered at least one course in math, reading, or writing. More offered remedial courses in writing (73 percent) and math (71 percent) than in reading (66 percent) (table 1). Overall, public, 2-year, and open admission colleges³ were more likely to offer remedial courses than other colleges. For example, 87 percent of public institutions offered remedial reading, as compared to 44 percent of private institutions. In general, estimates for public, 2-year, and open admission categories tend to be similar because over half of all institutions simultaneously fit these three categories.

In 1983-84, colleges typically offered only one or two separate remedial courses in a given subject. On the average, about two courses were offered in remedial writing, reading, and math. Only about 10 percent of colleges offered four or more courses in a remedial subject. Public, 2-year, and open admission schools on the average offered about one more course in each subject than did private, 4-year, and selective schools.

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Enrollment

According to college officials surveyed, remedial course enrollment increased considerably between 1978 and 1984. In fact, 63 percent of the estimated 2,300 schools offering remedial courses in 1984 reported enrollment increases of 10 percent or more since 1978. Some of these increases were large--30 percent or more in 19 percent of the schools with remedial courses (not shown in tables). The increases were greatest for 2-year, public, and open schools (table 2). Only 4 percent reported a decline of 10 percent or more and 33 percent reported no significant change.

Current enrollment in remedial courses followed a similar pattern. In remedial math courses, for example (table 2):

- 27 percent of freshmen enrolled in public colleges and 15 percent in private colleges;
- 28 percent of freshmen enrolled in 2-year colleges and 19 percent in 4-year colleges;
- 30 percent of freshmen enrolled in open colleges and 13 percent in selective and traditional admission colleges.

The predominant role of public, 2-year, and open admission colleges in remedial education is evident. Their role is further underlined in a comparison of all freshmen with those enrolled in remedial courses. Public institutions, for example, enrolled 85 percent of all freshmen and even more (about 90 percent) of remedial course freshmen. Similarly, 2-year and open admission colleges enrolled slightly less than two-thirds of all freshmen but almost three-quarters of the remedial course freshmen.

As noted earlier, 16 to 25 percent of college freshmen took one of the three basic remedial courses. However, remedial coursework represented only 5 percent of the total freshman courseload (table 3). One explanation for this is that freshmen taking remedial courses also take nonremedial courses.

Selected Characteristics of Remedial Programs

In addition to courses in basic skill areas, most schools (90 percent) usually offer remedial support services such as diagnosis, learning assistance labs, tutoring, and counseling. Overall, 33 percent of schools reported having a separate department or division devoted to remedial/developmental studies. Departments were more likely to be present in public (47 percent), 2-year (43 percent), and open admission (46 percent) colleges and universities (table 4).

Some schools (24 percent) reported having a special pre-admission summer program. An average of 8 percent of their students enrolled in such programs (not shown in tables). Unlike regular remedial courses, pre-admission summer programs were available more frequently at 4-year, traditional, and selective schools than at 2-year and open admission schools. About one-third of traditional and selective schools had such programs.

While remedial courses are most frequently offered in the basic skill areas of reading, writing, and math, 58 percent of the schools offered additional remedial courses in student development.⁴ Furthermore, 21 percent offered remedial courses in academic areas other than reading, writing, or math (table 4). Schools offering these alternatives averaged about three for each (2.9 for student development and 2.8 of other academic subjects) (not shown in tables).

Type of Credit and Requirement Status

An issue of much discussion in planning remedial programs concerns whether or not college credit should be awarded. Some researchers have found that remedial courses for credit are more successful because they increase a student's motivation.⁵ Others have viewed granting credit as a lowering of college standards.

About 70 percent of schools do not award degree credit for any remedial courses (table 5). About 53 percent award institutional credit, which counts in determining enrollment status and is part of a student's record, but does not count toward degree or certificate completion. Using writing as an example, 53 percent reported awarding institutional credit, 25 percent elective degree credit, 6 percent subject degree credit, and 16 percent awarded no formal credit. Statistics were very similar for reading and math. Colleges with larger remedial enrollments awarded degree credit less often than those with smaller enrollments. Public and 2-year institutions (and to a lesser extent institutions with open admissions) offered such credit less often than other institutions.

In the majority of schools offering remedial programs, students not meeting institutional standards were required to take remedial courses. Sixty-four percent of these schools required remedial writing, 59 percent remedial math, and 51 percent remedial reading. A larger percent of private and 4-year schools required remedial courses than public and 2-year schools (table 5).

Program Evaluation and Retention Data

Schools with remedial programs were asked to evaluate the success or effectiveness of several aspects of their programs on a scale of 1 (low) to 5 (high). Ratings were obtained in each of four areas: courses, support services, organization and policy, and outcome for remedial students.

Most respondents rated their programs moderately high, with an overall average of 3.8 (not shown in tables). Highest ratings were given to teacher attitude, teacher training, and curriculum content and structure, each with an average of 4 or higher (table 6). Lowest ratings were given to program evaluation, degree completion rate, and breadth of course offerings. Thirty percent of respondents rated program evaluation below-average (1 or 2) and 19 percent rated degree completion below-average (not shown in tables).

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Respondents were further asked what percentage of their students completed remedial courses and how many stayed in college to the second year. Results showed 74 percent successfully completed remedial reading courses, 71 percent remedial writing, and 68 percent remedial math (table 7). Retention rates were somewhat lower.⁶ Overall, students taking one or more remedial courses were retained at only a slightly lower rate than all freshmen (table 7). In schools keeping records, 64 percent of all freshmen were retained, and 60 percent of students taking one or more remedial courses were retained. Schools not keeping records estimated a 57 percent retention rate for all freshmen and 52 percent for remedial students. Overall, 65 percent of all freshmen and 58 percent of remedial freshmen were retained to the second year.

Survey Background

This survey was performed under contract with Westat, Inc., using the Fast Response Survey System (FRSS). FRSS was established by NCES to collect small quantities of data needed for education planning and policy formation, quickly and with a minimum burden on respondents.

In August 1984, questionnaires were mailed to a stratified national probability sample of 511 institutions of higher education, representing a universe of 3,238 colleges and universities.⁷ The survey form (see appendix) was completed by the person designated by the college or university president as most familiar with the program. The response rate for the survey was 96 percent. Responses were adjusted for nonresponse and weighted to national totals. All statements of comparison made in the text are significant at the 90 percent confidence level or better. Standard errors for selected items are presented in table 8 as a general guide to the precision of the numbers in the tables. A subsequent report will present further information on the results of the survey.

For More Information

For information about this survey or the Fast Response Survey System, contact Douglas Wright, National Center for Education Statistics, 1200 19th Street NW., Washington, D.C. 20208-1628, telephone (202) 254-7230. For single copies of this bulletin, contact the Statistical Information Office at the same address or telephone (202) 254-6057.

Notes

¹ The term "remedial" is used to refer to any course or program designed for students lacking the skills necessary to perform college-level work as required by the institution. Other terms for these courses include "compensatory," "basic skills," or "developmental."

² Since the survey did not record the overlap between remedial subjects--that is, the number of students taking courses in one subject who also took courses in at least one other--the total taking remedial subjects is unknown. Depending on the extent of multiple enrollment in such subjects, the proportion of freshmen taking courses in one or more of these subjects may range anywhere from 25 to 62 percent. The upper limit of 62 percent was obtained by adding the percentages for each of the three subjects as if there were no overlap, and probably overstates the true percentage significantly, since students who take courses in one remedial subject are likely to take courses in another.

³ Colleges were classified based on the selectivity of their admission criteria according to the Chronicle Two-Year College Databook and Chronicle Four-Year College Databook, 1984, published by Chronicle Guidance Publications Inc., Moravia, New York. The classifications are defined by the Chronicle Data Books as follows: open schools accept all high school graduates; liberal schools accept some students from the lower half of the high school class; traditional schools accept all students from the top half of the class; and selective schools prefer students in the top 25 percent.

⁴ Includes courses in such topics as career planning, decisionmaking, and some study skills.

⁵ Suanne Roueche, "Elements of program success: Report of a national study." In J. Roueche (ed.), A New Look at Successful Programs (San Francisco: Jossey Bass, 1983).

⁶ The retention rate measures the extent to which remedial students are able to successfully complete coursework and remain within the college or university. Colleges were asked the percentages of all freshmen and remedial freshmen retained in school at the start of their second year, i.e., students who were both eligible for the second year and who enrolled.

Retention information is difficult to obtain. Sixty-three percent of colleges reported they kept records on the percent of total freshmen retained to the second year, but only 35 percent reported they kept separate records on the percent of remedial students retained. Retention records were more frequently kept by 4-year than 2-year schools. Because 2-year schools have a large percent of part-time students, retention information is difficult to collect and interpret.

⁷Of the total sample, 27 schools were determined to be out of scope because they did not have freshmen students and 2 were closed. The weighted total of schools from the sample is thus 2,785, somewhat lower than the universe file of 3,238.

Table 1.--Institutions of higher education offering remedial courses, and average number of courses offered in remedial reading, writing, and math, by control, type of institution, and admission criteria: United States, 1983-84

Institutional characteristic	Institutions					Average number of courses offered		
	Number with freshmen	Percent offering one or more remedial courses				Reading	writing	Math
		Reading, writing, or math	Reading	Writing	Math			
All institutions	2,785	82	66	73	71	1.9	1.8	2.0
Control								
Public	1,419	94	87	89	88	2.2	2.1	2.5
Private	1,366	70	44	56	53	1.3	1.3	1.3
Type of institution								
2-year	1,295	88	80	78	82	2.2	2.2	2.5
4-year	1,490	78	53	69	61	1.5	1.4	1.5
Admission criteria								
Open	1,258	91	87	83	85	2.2	2.1	2.5
Liberal	714	72	54	61	64	1.5	1.5	1.5
Traditional	354	80	52	75	65	1.4	1.3	1.4
Selective	459	68	37	62	48	1.5	1.5	1.6

Table 2.--Change in enrollment since 1976, and percent of freshmen enrolled in remedial reading, writing, and math courses, by control, type of institution, and admission criteria: United States, 1983-84

Institutional characteristic	Enrollment change since 1976				Freshmen enrolled in remedial courses*		
	Total	Increased 10 percent or more	Stayed about the same	Decreased 10 percent or more	Reading	Writing	Math
	Percentage distribution				Percent		
All institutions	100	63	33	4	16	21	25
Control							
Public	100	70	26	5	18	22	27
Private	100	54	42	4	9	12	15
Type of institution							
2-year	100	69	27	5	19	23	28
4-year	100	56	38	4	12	17	19
Admission criteria							
Open	100	72	24	4	20	24	30
Liberal	100	57	39	4	14	17	18
Traditional	100	54	39	7	9	13	13
Selective	100	48	48	4	6	14	13

* These percentages exclude students enrolled in pre-admission summer programs.

NOTE.--Details may not add to totals because of rounding.

Table 3.--Students enrolled in remedial reading, writing, and math courses, and percent of freshmen remedial course hours, by control, type of institution and admission criteria: United States, 1983-84

Institutional characteristic	Number of freshmen (in millions)	Percent of students				Percent of total freshmen remedial course hours*
		Freshmen	Remedial reading students	Remedial writing students	Remedial math students	
All institutions . . .	4.8	100	100	100	100	5.3
Control						
Public	4.1	85	92	91	91	5.8
Private	.7	15	8	9	9	2.8
Type of institution						
2-year	3.0	63	73	70	71	6.1
4-year	1.8	37	27	30	29	4.2
Admission criteria						
Open	3.1	65	77	74	78	6.4
Liberal	.7	16	13	13	12	4.2
Traditional	.4	9	5	6	5	2.8
Selective	.5	10	4	7	6	3.0

* Estimates based on sum of reported total number of hours taken in remedial reading, writing, and math as a percent of the total number of first-year, full-time-equivalent (FTE) students multiplied by 30 hours (assumed FTE hours).

NOTE.--Details may not add to totals because of rounding.

Table 4.--Institutions of higher education with remedial/development resources, by control, type of institution, and admission criteria: United States, 1983-84

Institutional characteristic	Number with freshmen	Percent with remedial/developmental resources				
		Support services	Pre-admission summer programs	Department or division	Other academic courses ¹	Student development courses ²
All institutions	2,785	90	24	33	21	58
Control						
Public	1,419	97	27	47	23	68
Private	1,366	82	20	18	17	44
Type of institution						
2-year	1,295	94	15	43	28	71
4-year	1,490	86	31	24	14	45
Admission criteria						
Open	1,258	99	21	46	26	70
Liberal	714	81	17	25	12	43
Traditional	354	93	34	27	14	58
Selective	459	78	34	19	20	40

¹ Includes remedial courses in academic subjects other than reading, writing, or math (e.g., high school level science or social studies).

² Includes courses in such topics as career planning, decision-making, and some study skills.

Table 5.--Percent of institutions with certain credit offerings and requirement status for remedial courses in reading, writing, and math, by control, type of institution, and admission criteria: United States 1983-84

Course characteristic	Institutional characteristic								
	All institutions	Control		Type		Admission criteria			
		Public	Private	2-year	4-year	Open	Liberal	Traditional	Selective
Type of credit									
Reading									
No formal credit	18	13	27	19	16	17	11	14	42
Institutional credit	54	61	39	57	50	58	54	37	45
Degree credit elective	23	23	28	23	26	22	29	46	10
Degree credit subject	4	3	7	1	8	4	7	4	2
Writing									
No formal credit	16	13	22	12	20	12	5	22	44
Institutional credit	53	62	40	62	45	62	60	33	32
Degree credit elective	25	21	30	23	26	21	29	36	20
Degree credit subject	6	4	8	3	9	3	6	8	4
Math									
No formal credit	19	13	27	19	21	16	16	34	27
Institutional credit	52	60	38	57	45	57	57	26	43
Degree credit elective	23	20	28	20	27	21	24	31	25
Degree credit subject	6	3	8	4	8	7	3	9	5
Requirement status									
Reading									
Mandatory	51	46	61	45	59	46	71	47	46
Voluntary	49	54	39	55	41	54	29	53	54
Writing									
Mandatory	64	58	74	54	73	56	79	60	75
Voluntary	36	42	26	46	27	44	21	40	25
Math									
Mandatory	59	54	68	52	67	53	75	63	51
Voluntary	41	46	32	48	33	47	25	37	49

NOTE.--Percents may not add to 100 because of rounding.

Table 6.--Average ratings of remedial program aspects services, by control, type of institution, and admission criteria:
United States, 1983-84

Program aspect/service*	Institutional characteristic								
	All institutions	Control		Type		Admission criteria			
		Public	Private	2-year	4-year	Open	Liberal	Traditional	Selective
Course-related									
Teacher motivation/attitude. .	4.2	4.1	4.2	4.1	4.2	4.1	4.2	4.3	4.1
Teacher training/experience. .	4.0	3.9	4.1	4.0	4.1	4.0	4.0	4.0	4.0
Curriculum content/structure .	4.0	4.0	3.9	4.0	3.9	4.0	4.0	4.0	3.8
Breadth of offerings	3.4	3.6	3.2	3.6	3.3	3.6	3.5	3.5	3.0
Support services									
Training labs.	3.9	3.9	3.8	3.9	3.9	3.9	4.0	4.1	3.7
Tutoring	3.8	3.8	3.9	3.8	3.8	3.8	3.9	3.8	3.7
Counseling	3.8	3.6	4.1	3.7	3.9	3.7	3.8	4.0	4.0
Support services	3.8	3.7	3.9	3.8	3.8	3.8	3.9	3.8	3.7
Diagnosis.	3.6	3.6	3.7	3.6	3.6	3.6	3.7	3.6	3.6
Organization and policy									
Placement policy	3.8	3.7	3.9	3.7	3.9	3.7	3.9	4.0	3.6
Program coordination	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.4
Program evaluation	3.1	3.0	3.3	3.1	3.2	3.0	3.3	3.4	3.0
Outcome for remedial students									
Remedial course completion . .	3.9	3.6	4.0	3.6	3.9	3.6	3.7	4.1	4.1
Overall program success. . . .	3.7	3.6	3.8	3.6	3.7	3.7	3.8	3.7	3.7
Increased skill level.	3.6	3.6	3.7	3.6	3.7	3.6	3.6	3.8	3.7
Improved self-concept.	3.6	3.5	3.6	3.6	3.6	3.5	3.5	3.6	3.8
Degree completion rate	3.2	3.1	3.3	3.0	3.3	3.0	3.1	3.4	3.6

* Respondents rated the effectiveness of their own activities on a scale of 1 to 5 (1 = low, 5 = high).

Table 7.--Percent of students completing remedial courses, percent of schools keeping records of retention to the second year, and percent of all freshmen and remedial freshmen retained to the second year, by control, type of institution, and admission criteria: United States, 1983-84

Institutional characteristic	Percent of students completing remedial course			Percent of schools keeping records for retention to second year for		Percent reported retained to second year			
	Reading	Writing	Math	All freshmen	Freshmen taking one or more remedial courses	Total freshmen		Remedial freshmen	
						Schools keeping records	Schools not keeping records (estimates given)	Schools keeping records	Schools not keeping records (estimates given)
All institutions. .	74	71	68	63	35	64	57	60	52
Control									
Public:	73	70	67	50	28	62	56	58	51
Private	85	82	81	75	42	70	74	70	60
Type of institution									
2-year.	71	68	68	47	26	55	54	55	49
4-year.	80	77	69	76	43	71	66	66	60
Admission criteria									
Open.	71	68	67	44	23	56	54	55	49
Liberal	78	73	69	75	44	65	60	63	54
Traditional	87	83	75	77	44	70	72	64	64
Selective	85	83	76	81	47	79	83	76	72

Table 8.--Standard errors of selected items

Item	Estimate	Standard error
Percent of institutions having:		
Remedial writing course, all institutions	73.0	1.7
Remedial math course, private institutions	53.1	2.6
Average number of courses offered in remedial writing by private institutions	1.3	.04
Percent of public institutions in which remedial enrollment remained the same	25.7	1.6
Percent of freshmen students enrolled in:		
Remedial reading course, all institutions	16.4	1.2
Remedial writing course, 2-year institutions	23.2	.9
Remedial writing course, 4-year institutions	16.7	2.2
Remedial writing course, traditional admission institutions	12.8	4.5
Remedial writing course, selective admission institutions	14.1	2.7
Percent of institutions having:		
Remedial pre-admission summer program, traditional admission institutions	34.4	3.2
Remedial department or division, all institutions	32.9	2.3
Remedial courses in academic subjects other than reading, writing or math, all institutions	20.5	2.3
Percent of institutions awarding:		
Institutional credit for remedial writing, all institutions	53.5	2.2
No formal credit for remedial writing, traditional admission institutions	13.5	5.7
Percent of institutions in which courses are mandatory for:		
Remedial writing, all institutions	64.0	2.9
Remedial reading, liberal admission institutions	70.5	5.1
Average rating on a scale of 1 to 5:		
Remedial curriculum, all institutions	4.0	.04
Overall remedial program success, all institutions	3.7	.03
Remedial course completion, 4-year institutions	3.9	.05
Average percent of remedial freshmen retained to second year	57.6	5.9
Average percent of all freshmen retained to second year	65.1	7.0

NOTE.--Statistics used in this report are subject to sampling variability. The estimated standard error of a statistic (a measure of the variation due to sampling) can be used to examine the precision obtained in a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.645 standard errors below to 1.645 standard errors above a particular statistic would include the average result of these samples in approximately 90 percent of the cases. For example, for the first item in the table (percent of institutions having remedial writing courses), a 90 percent confidence interval is from 69.9 to 76.1 ($73.0 \pm 1.645 \text{ times } 1.7$). If this procedure were followed for every possible sample, about 90 percent of the intervals would include the average from all possible samples.

Appendix: Survey Form

FAST RESPONSE
SURVEY SYSTEMU.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202Form approved
OMB No. 1950-0550
App. Exp. 10/84SURVEY OF REMEDIAL/DEVELOPMENTAL STUDIES
IN INSTITUTIONS OF HIGHER EDUCATIONThis report is authorized by law (20 U.S.C. 1231e-1). While you
are not required to respond, your cooperation is needed to make
the results of this survey comprehensive, accurate, and timely.

Definition of Remedial/Developmental Studies for Purpose of this Study: Program, course, or other activity (usually in the area of reading, writing, or math) for students lacking those skills necessary to perform college level work at the level required by your institution. Throughout this questionnaire these activities are referred to as "remedial/developmental," however, your institution may use other names such as "compensatory," "basic skills," or some other term. Please answer the survey for any activities meeting the definition above, regardless of name; however, do not include English as a second language when taught primarily to foreign students.

Please answer for your regular undergraduate programs. If exact data are not available, give your best estimate.

1. Check which of the following remedial/developmental activities/structures are present at your institution.
- A. Special pre-admission/enrollment summer program (e.g., Upward Bound, etc.) ☐ C. Support activities (e.g., counseling, tutoring) ☐
- B. Academic year and/or summer course(s) ☐ D. Remedial department or division ☐
- If your institution has no courses, support activities, or summer programs, skip to Question 7; if you have support activities only, skip to Question 5.

2. Enter information requested in Parts A-G for remedial/developmental courses in each subject area listed for academic year 1993-4, including summer courses. For those subjects in which you have no remedial courses, enter "0" in Part A and answer only Part E.

Remedial course information	Reading	Writing	Math
A. Number of separate courses (Do not count courses repeated in more than one semester or multiple sections of the same course more than once).			
B. Most frequent type of credit (enter one): 1=No formal credit 2=Institutional credit, does not meet subject or graduation requirements 3=Degree credit, elective only 4=Degree credit, meets subject requirements.			
C. Most frequent type of requirement status (enter one): 1=Mandatory; 2=Voluntary			
D. Approximate total remedial/developmental undergraduate course hours in subject in 1993-4 (e.g., 30 students take a 3 hour course and 20 take a 2 hour course = 130 hours remedial math).			
E. Estimated percent of entering freshmen <u>needing one or more</u> remedial courses.			
F. Estimated percent of entering freshmen who <u>enrolled in one or more</u> remedial courses (Give unduplicated count of students within each subject).			
G. Average percent of students passing or successfully <u>completing</u> the remedial course(s).			

3. About what percent of entering freshmen participate in a special pre-admission/enrollment summer program (e.g., Upward Bound, etc.)? _____ %

4. Overall, has remedial course enrollment since 1979: Increased ☐; Decreased ☐; Stayed about the same ☐?
If enrollment has increased or decreased, indicate approximate percent of change: 10 to 30 percent ☐;
31 to 50 percent ☐; 51 percent or more ☐.

5. On a scale of 1-5 (1=low, 5=high), rate the success or effectiveness of each of the following aspects/services of your remedial/developmental program. If you do not have a given service, enter "X" for "Not Provided".

A. Remedial Courses Related	Rating	C. Remedial Organization/Policy	Rating
1. Breadth of offerings	_____	1. Placement policy appropriate to student needs	_____
2. Curriculum content/structure	_____	2. Coordination of remedial programs	_____
3. Teacher/training experience	_____	3. Program evaluation/follow-up	_____
4. Teacher motivation/attitude	_____		
B. Remedial Support Services	Rating	D. Outcome for Remedial Students	Rating
1. Diagnosis	_____	1. Skill level increase	_____
2. Counseling	_____	2. Self concept improvement	_____
3. Tutoring	_____	3. Remedial course completion rate	_____
4. Learning assistance labs (e.g., reading or writing labs)	_____	4. Degree/certificate completion rate	_____
5. Overall support services	_____	5. Overall program success	_____

6. In addition to those courses listed in Question 2, does your institution offer remedial/developmental courses in:

- A. Academic subjects other than basic skills (e.g., science, business)? Yes ☐; No ☐. If yes, number of these courses offered in 1993-4 _____
- B. Student development (e.g., human potential, career planning)? Yes ☐; No ☐. If yes, number of these courses offered in 1993-4 _____

7. Indicate whether records have been kept by your institution over the last 2 to 3 years for the items listed. If yes, enter information; if no, please give your best estimate.

- A. Average percent of entering freshmen retained by start of second year: Records kept: Yes ☐ No ☐; Percent retained _____ %
- B. Average percent of entering freshmen who have taken one or more remedial courses retained by start of second year: Records kept: Yes ☐ No ☐; Percent retained _____ %. Enter "N" if you have no remedial courses.

Person completing this form: Name _____ Title _____
Institution _____ State _____ Phone(____) _____

NCES Form No. 2379-20, 8/84